# Interim Tertiary E-learning Framework

**Instructional Design for Best Practice in the Synchronous Cyber Classroom**

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**ABSTRACT**
This paper investigates the correlation between the quality of instructional design and learning outcomes for early childhood students in the online synchronous cyber classroom. Today's generation of e-learners has access to highly engaging and well-designed multi-media synchronous classrooms. However little data exists on what constitutes 'good practice' in instructional design for online synchronous cyber lessons. The synchronous cyber classroom outperforms all other modes of instruction in enabling students to simultaneously integrate visual, auditory and kinaesthetic processes. The online synchronous cyber classroom provides learners with more authentic and engaging learning activities enabling higher levels of learning compared to purely asynchronous modes of self-paced learning. During 2001-2007 a group of students aged 5 to 8 years collaborated with their teacher at Brisbane School of Distance Education, Australia in a trial of online synchronous learning. The trial identified 'best practice' in the instructional design of synchronous lessons delivered through the Collaborative Cyber Community (3C) learning platform at the National Sun Yat-sen University, Taiwan. A guideline for 'best practice' in the instructional design of online synchronous cyber lessons for early childhood students has been developed and discussed.

**Keywords**
Instructional design, Online synchronous learning, Cyber classroom, Early childhood students

**Introduction**

This paper describes the evolution of 'best practice' in instructional design in synchronous cyber classrooms for students aged 5 to 8 years. The students were enrolled at Brisbane School of Distance Education (BSDE) and worked synchronously with their teacher Ms Megan Hastie during a six year trial. The trial became an international collaboration between BSDE, Australia and the National Sun Yat-sen University (NSYSU), Taiwan during 2005-2007. Synchronous teaching and learning over the Internet was embraced by the teacher and students as a means of overcoming the tyranny of distance and isolation experienced by most students.

The paper attempts to define 'best practice' in instructional design for maximum learning gain in early childhood students in the synchronous cyber classroom. We examine instructional design within the context of the practical purpose of learning. We describe new instructional design elements that we have developed to maximize online learning for very young students. These elements acknowledge the prior learning of each student and provide the practical means for achieving expected learning outcomes.

Technological innovation has provided educators with hardware and software but has not necessarily provided innovative instruction and pedagogy. To use an analogy, we have the machine but we are still waiting for the teaching manuals to be written. In particular, a paucity of data exists on instructional design for synchronous cyber learning with early childhood students.

BSDE is a public school which operates under the governance of Education Queensland (EQ). Seven schools of distance education are located throughout Queensland. The students in this study were aged 5 to 8 years and were enrolled in Megan Hastie's class at BSDE between 2001 and 2007. The students and their parents live in various locations throughout Australia and overseas. Students enrolled at BSDE access a range of asynchronous course materials including print, audio and multi-media. Students work off-campus, usually at home and under the supervision of a parent who is their Home Tutor. Students complete the course work and return the work to their teacher for evaluation. Communication between the student and the teacher has traditionally been by mail and telephone. With the advent of the Internet communication is occurring increasingly through email and web-based

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Although this interim framework focuses on the tertiary sector, our tertiary e- learning capabilities should not be viewed in isolation from New Zealand's education.Creating the Interim Tertiary e-Learning Framework is another important milestone in achieving an effective e-learning environment. The Framework outlined in.Since the early s New Zealand's tertiary education sector's e-learning . five principles underlying the interim Tertiary e-learning Framework; outlines levels.E-learning in tertiary education in New Zealand. The Interim Tertiary e- Learning Framework is to be superseded by an integrated, pan-sector e-learning .The lead advisory group for tertiary e-learning in Aotearoa, New Zealand. to support the action areas in the Interim Tertiary e-Learning Framework.The conceptual framework could inform strategies for realising the full Keywords: e-learning adoption, complex adaptive systems, campus universities on the e-learning maturity model evaluation of the New Zealand Tertiary Sector romagna-booking.com interim evaluation report University of New South.education, locating the institutional context within the broader framework of national . tertiary education to meet the changing nature of society and the lifelong higher education sector (ELAG ) and an interim e-learning strategy was.Ministry of Education to support the action areas in the Interim Tertiary e- Learning. Framework. The group was re-launched in to ensure a more.In the earlier Interim Tertiary e-Learning. Framework (Ministry of Education, ) , the vision was a networked, flexible tertiary education system offering.Quality is a major issue in online tertiary teaching. How can it be . identified in the 'Interim tertiary e-learning framework': learner centred; good practice.Understanding global activity in higher education and research: Report of findings The Digital Strategy Interim Tertiary e-Learning Framework. Wellington: Learning Media. Ministry of Education (). Taking the Next Step: The. Interim Tertiary e-Learning Framework. Wellington: Ministry of Education.facilitating increased professional capability in e-learning. Included is the development of the interim Tertiary e-learning. Framework Taking the Next Step (NZ.Future of E-Learning: Perspective of European Teachers. Eurasia Journal Of ( ). Interim tertiary e-learning framework. Wellington: Author.of thoughtful engagement with e-learning and tertiary education. It sets the scene as we see it Interim Tertiary e-learning Framework. Wellington: Ministry of.

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